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Open Sans Hebrew Extra Bold It

SPACE  
uni0020

QUOTATION MARK  
uni0022

NUMBER SIGN  
uni0023

DOLLAR SIGN  
uni0024

PERCENT SIGN  
uni0025

AMPERSAND  
uni0026

APOSTROPHE  
uni0027

LEFT PARENTHESIS  
uni0028RIGHT PARENTHESIS  
uni0029

ASTERISK  
uni002A

PLUS SIGN  
uni002B

COMMA  
uni002C

HYPHEN-MINUS  
uni002D

FULL STOP  
uni002E

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SOLIDUS  
uni002F

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DIGIT ZERO  
uni0030

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DIGIT ONE  
uni0031

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DIGIT TWO  
uni0032

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DIGIT THREE  
uni0033

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DIGIT FOUR  
uni0034

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DIGIT FIVE  
uni0035

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DIGIT SIX  
uni0036

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DIGIT SEVEN  
uni0037

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DIGIT EIGHT  
uni0038

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DIGIT NINE  
uni0039

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COLON  
uni003A

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SEMICOLON  
uni003B

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LESS-THAN SIGN  
uni003C

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EQUALS SIGN  
uni003D

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GREATER-THAN SIGN  
uni003E

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QUESTION MARK  
uni003F

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COMMERCIAL AT  
uni0040

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LATIN CAPITAL LETTER A  
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LATIN CAPITAL LETTER B  
uni0042

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LATIN CAPITAL LETTER C  
uni0043

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LATIN CAPITAL LETTER D  
uni0044

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LATIN CAPITAL LETTER E  
uni0045

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LATIN CAPITAL LETTER F  
uni0046

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LATIN CAPITAL LETTER G  
uni0047

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LATIN CAPITAL LETTER H  
uni0048

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LATIN CAPITAL LETTER I

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LATIN CAPITAL LETTER I uni0049	I	I	I	I	I	I	I	I
LATIN CAPITAL LETTER J uni004A	J	J	J	J	J	J	J	J
LATIN CAPITAL LETTER K uni004B	K	K	K	K	K	K	K	K
LATIN CAPITAL LETTER L uni004C	L	L	L	L	L	L	L	L
LATIN CAPITAL LETTER M uni004D	M	M	M	M	M	M	M	M
LATIN CAPITAL LETTER N uni004E	N	N	N	N	N	N	N	N
LATIN CAPITAL LETTER O uni004F	O	O	O	O	O	O	O	O
LATIN CAPITAL LETTER P uni0050	P	P	P	P	P	P	P	P
LATIN CAPITAL LETTER Q uni0051	Q	Q	Q	Q	Q	Q	Q	Q
LATIN CAPITAL LETTER R uni0052	R	R	R	R	R	R	R	R
LATIN CAPITAL LETTER S uni0053	S	S	S	S	S	S	S	S
LATIN CAPITAL LETTER T uni0054	T	T	T	T	T	T	T	T
LATIN CAPITAL LETTER U uni0055	U	U	U	U	U	U	U	U
LATIN CAPITAL LETTER V uni0056	V	V	V	V	V	V	V	V
LATIN CAPITAL LETTER W uni0057	W	W	W	W	W	W	W	W
LATIN CAPITAL LETTER X uni0058	X	X	X	X	X	X	X	X
LATIN CAPITAL LETTER Y uni0059	Y	Y	Y	Y	Y	Y	Y	Y
LATIN CAPITAL LETTER Z uni005A	Z	Z	Z	Z	Z	Z	Z	Z
LEFT SQUARE BRACKET uni005B	[	[	[	[	[	[	[	[
REVERSE SOLIDUS uni005C	\	\	\	\	\	\	\	\
RIGHT SQUARE BRACKET uni005D	]	]	]	]	]	]	]	]
CIRCUMFLEX ACCENT uni005E	^	^	^	^	^	^	^	^
LOW LINE uni005F	—	—	—	—	—	—	—	—
GRAVE ACCENT uni0060	`	`	`	`	`	`	`	`
LATIN SMALL LETTER A uni0061	a	a	a	a	a	a	a	a
LATIN SMALL LETTER B uni0062	b	b	b	b	b	b	b	b
LATIN SMALL LETTER C uni0063	c	c	c	c	c	c	c	c
LATIN SMALL LETTER D uni0064	d	d	d	d	d	d	d	d

uni0064  
LATIN SMALL LETTER E  
uni0065  
LATIN SMALL LETTER F  
uni0066  
LATIN SMALL LETTER G  
uni0067  
LATIN SMALL LETTER H  
uni0068  
LATIN SMALL LETTER I  
uni0069  
LATIN SMALL LETTER J  
uni006A  
LATIN SMALL LETTER K  
uni006B  
LATIN SMALL LETTER L  
uni006C  
LATIN SMALL LETTER M  
uni006D  
LATIN SMALL LETTER N  
uni006E  
LATIN SMALL LETTER O  
uni006F  
LATIN SMALL LETTER P  
uni0070  
LATIN SMALL LETTER Q  
uni0071  
LATIN SMALL LETTER R  
uni0072  
LATIN SMALL LETTER S  
uni0073  
LATIN SMALL LETTER T  
uni0074  
LATIN SMALL LETTER U  
uni0075  
LATIN SMALL LETTER V  
uni0076  
LATIN SMALL LETTER W  
uni0077  
LATIN SMALL LETTER X  
uni0078  
LATIN SMALL LETTER Y  
uni0079  
LATIN SMALL LETTER Z  
uni007A  
LEFT CURLY BRACKET  
uni007B  
VERTICAL LINE  
uni007C  
RIGHT CURLY BRACKET  
uni007D  
TILDE  
uni007E  
NO-BREAK SPACE  
uni00A0

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e	e	e	e	e	e	e	e	e
f	f	f	f	f	f	f	f	f
g	g	g	g	g	g	g	g	g
h	h	h	h	h	h	h	h	h
i	i	i	i	i	i	i	i	i
j	j	j	j	j	j	j	j	j
k	k	k	k	k	k	k	k	k
l	l	l	l	l	l	l	l	l
m	m	m	m	m	m	m	m	m
n	n	n	n	n	n	n	n	n
o	o	o	o	o	o	o	o	o
p	p	p	p	p	p	p	p	p
q	q	q	q	q	q	q	q	q
r	r	r	r	r	r	r	r	r
s	s	s	s	s	s	s	s	s
t	t	t	t	t	t	t	t	t
u	u	u	u	u	u	u	u	u
v	v	v	v	v	v	v	v	v
w	w	w	w	w	w	w	w	w
x	x	x	x	x	x	x	x	x
y	y	y	y	y	y	y	y	y
z	z	z	z	z	z	z	z	z
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}	}	}	}	}	}	}	}	}
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INVERTED EXCLAMATION MARK uni00A1	¡	¡	¡	¡	¡	¡	¡	¡
CENT SIGN uni00A2	¢	¢	¢	¢	¢	¢	¢	¢
POUND SIGN uni00A3	£	£	£	£	£	£	£	£
YEN SIGN uni00A5	¥	¥	¥	¥	¥	¥	¥	¥
BROKEN BAR uni00A6								
SECTION SIGN uni00A7	§	§	§	§	§	§	§	§
DIAERESIS uni00A8	¨	¨	¨	¨	¨	¨	¨	¨
COPYRIGHT SIGN uni00A9	©	©	©	©	©	©	©	©
FEMININE ORDINAL INDICATOR uni00AA	a	a	a	a	a	a	a	a
LEFT-POINTING DOUBLE ANGLE QUOTATION MARK uni00AB	«	«	«	«	«	«	«	«
NOT SIGN uni00AC	¬	¬	¬	¬	¬	¬	¬	¬
SOFT HYPHEN uni00AD								
REGISTERED SIGN uni00AE	®	®	®	®	®	®	®	®
MACRON uni00AF	—	—	—	—	—	—	—	—
DEGREE SIGN uni00B0	°	°	°	°	°	°	°	°
PLUS-MINUS SIGN uni00B1	±	±	±	±	±	±	±	±
SUPERSCRRIPT TWO uni00B2	²	²	²	²	²	²	²	²
SUPERSCRRIPT THREE uni00B3	³	³	³	³	³	³	³	³
ACUTE ACCENT uni00B4	´	´	´	´	´	´	´	´
PILCROW SIGN uni00B6	¶	¶	¶	¶	¶	¶	¶	¶
MIDDLE DOT uni00B7	·	·	·	·	·	·	·	·
CEDILLA uni00B8	¸	¸	¸	¸	¸	¸	¸	¸
SUPERSCRRIPT ONE uni00B9	¹	¹	¹	¹	¹	¹	¹	¹
MASCULINE ORDINAL INDICATOR uni00BA	º	º	º	º	º	º	º	º
RIGHT-POINTING DOUBLE ANGLE QUOTATION MARK uni00BB	»	»	»	»	»	»	»	»
VULGAR FRACTION ONE QUARTER uni00BC	¼	¼	¼	¼	¼	¼	¼	¼
VULGAR FRACTION ONE HALF uni00BD	½	½	½	½	½	½	½	½

VULGAR FRACTION THREE QUARTERS uni00BE	¾	¾	¾	¾	¾	¾	¾	¾
INVERTED QUESTION MARK uni00BF	¿	¿	¿	¿	¿	¿	¿	¿
LATIN CAPITAL LETTER A WITH GRAVE uni00C0	À	À	À	À	À	À	À	À
LATIN CAPITAL LETTER A WITH ACUTE uni00C1	Á	Á	Á	Á	Á	Á	Á	Á
LATIN CAPITAL LETTER A WITH CIRCUMFLEX uni00C2	Â	Â	Â	Â	Â	Â	Â	Â
LATIN CAPITAL LETTER A WITH TILDE uni00C3	Ã	Ã	Ã	Ã	Ã	Ã	Ã	Ã
LATIN CAPITAL LETTER A WITH DIAERESIS uni00C4	Ä	Ä	Ä	Ä	Ä	Ä	Ä	Ä
LATIN CAPITAL LETTER A WITH RING ABOVE uni00C5	Å	Å	Å	Å	Å	Å	Å	Å
LATIN CAPITAL LETTER AE uni00C6	Æ	Æ	Æ	Æ	Æ	Æ	Æ	Æ
LATIN CAPITAL LETTER C WITH CEDILLA uni00C7	Ç	Ç	Ç	Ç	Ç	Ç	Ç	Ç
LATIN CAPITAL LETTER E WITH GRAVE uni00C8	È	È	È	È	È	È	È	È
LATIN CAPITAL LETTER E WITH ACUTE uni00C9	É	É	É	É	É	É	É	É
LATIN CAPITAL LETTER E WITH CIRCUMFLEX uni00CA	Ê	Ê	Ê	Ê	Ê	Ê	Ê	Ê
LATIN CAPITAL LETTER E WITH DIAERESIS uni00CB	Ë	Ë	Ë	Ë	Ë	Ë	Ë	Ë
LATIN CAPITAL LETTER I WITH GRAVE uni00CC	Ì	Ì	Ì	Ì	Ì	Ì	Ì	Ì
LATIN CAPITAL LETTER I WITH ACUTE uni00CD	Í	Í	Í	Í	Í	Í	Í	Í
LATIN CAPITAL LETTER I WITH CIRCUMFLEX uni00CE	Î	Î	Î	Î	Î	Î	Î	Î
LATIN CAPITAL LETTER I WITH DIAERESIS uni00CF	Ï	Ï	Ï	Ï	Ï	Ï	Ï	Ï
LATIN CAPITAL LETTER ETH uni00D0	Ð	Ð	Ð	Ð	Ð	Ð	Ð	Ð
LATIN CAPITAL LETTER N WITH TILDE uni00D1	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ	Ñ
LATIN CAPITAL LETTER O WITH GRAVE uni00D2	Ò	Ò	Ò	Ò	Ò	Ò	Ò	Ò
LATIN CAPITAL LETTER O WITH ACUTE uni00D3	Ó	Ó	Ó	Ó	Ó	Ó	Ó	Ó
LATIN CAPITAL LETTER O WITH CIRCUMFLEX uni00D4	Ô	Ô	Ô	Ô	Ô	Ô	Ô	Ô
LATIN CAPITAL LETTER O WITH TILDE uni00D5	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Õ
LATIN CAPITAL LETTER O WITH DIAERESIS uni00D6	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö
MULTIPLICATION SIGN uni00D7	×	×	×	×	×	×	×	×
LATIN CAPITAL LETTER O WITH STROKE uni00D8	Ø	Ø	Ø	Ø	Ø	Ø	Ø	Ø
LATIN CAPITAL LETTER U WITH GRAVE uni00D9	Ù	Ù	Ù	Ù	Ù	Ù	Ù	Ù

	uni00D9	Ù	Ú	Û	Ü	Ý	Þ	ß
LATIN CAPITAL LETTER U WITH ACUTE	uni00DA	Ú	Ú	Ú	Ú	Ú	Ú	Ú
LATIN CAPITAL LETTER U WITH CIRCUMFLEX	uni00DB	Û	Û	Û	Û	Û	Û	Û
LATIN CAPITAL LETTER U WITH DIAERESIS	uni00DC	Ü	Ü	Ü	Ü	Ü	Ü	Ü
LATIN CAPITAL LETTER Y WITH ACUTE	uni00DD	Ý	Ý	Ý	Ý	Ý	Ý	Ý
LATIN CAPITAL LETTER THORN	uni00DE	Þ	Þ	Þ	Þ	Þ	Þ	Þ
LATIN SMALL LETTER SHARP S	uni00DF	ß	ß	ß	ß	ß	ß	ß
LATIN SMALL LETTER A WITH GRAVE	uni00E0	à	à	à	à	à	à	à
LATIN SMALL LETTER A WITH ACUTE	uni00E1	á	á	á	á	á	á	á
LATIN SMALL LETTER A WITH CIRCUMFLEX	uni00E2	â	â	â	â	â	â	â
LATIN SMALL LETTER A WITH TILDE	uni00E3	ã	ã	ã	ã	ã	ã	ã
LATIN SMALL LETTER A WITH DIAERESIS	uni00E4	ä	ä	ä	ä	ä	ä	ä
LATIN SMALL LETTER A WITH RING ABOVE	uni00E5	å	å	å	å	å	å	å
LATIN SMALL LETTER AE	uni00E6	æ	æ	æ	æ	æ	æ	æ
LATIN SMALL LETTER C WITH CEDILLA	uni00E7	ç	ç	ç	ç	ç	ç	ç
LATIN SMALL LETTER E WITH GRAVE	uni00E8	è	è	è	è	è	è	è
LATIN SMALL LETTER E WITH ACUTE	uni00E9	é	é	é	é	é	é	é
LATIN SMALL LETTER E WITH CIRCUMFLEX	uni00EA	ê	ê	ê	ê	ê	ê	ê
LATIN SMALL LETTER E WITH DIAERESIS	uni00EB	ë	ë	ë	ë	ë	ë	ë
LATIN SMALL LETTER I WITH GRAVE	uni00EC	ì	ì	ì	ì	ì	ì	ì
LATIN SMALL LETTER I WITH ACUTE	uni00ED	í	í	í	í	í	í	í
LATIN SMALL LETTER I WITH CIRCUMFLEX	uni00EE	î	î	î	î	î	î	î
LATIN SMALL LETTER I WITH DIAERESIS	uni00EF	ï	ï	ï	ï	ï	ï	ï
LATIN SMALL LETTER ETH	uni00F0	ð	ð	ð	ð	ð	ð	ð
LATIN SMALL LETTER N WITH TILDE	uni00F1	ñ	ñ	ñ	ñ	ñ	ñ	ñ
LATIN SMALL LETTER O WITH GRAVE	uni00F2	ò	ò	ò	ò	ò	ò	ò
LATIN SMALL LETTER O WITH ACUTE	uni00F3	ó	ó	ó	ó	ó	ó	ó
LATIN SMALL LETTER O WITH CIRCUMFLEX	uni00F4	ô	ô	ô	ô	ô	ô	ô

LATIN SMALL LETTER O WITH TILDE uni00F5	õ	õ	õ	õ	õ	õ	õ	õ
LATIN SMALL LETTER O WITH DIAERESIS uni00F6	ö	ö	ö	ö	ö	ö	ö	ö
DIVISION SIGN uni00F7	÷	÷	÷	÷	÷	÷	÷	÷
LATIN SMALL LETTER O WITH STROKE uni00F8	ø	ø	ø	ø	ø	ø	ø	ø
LATIN SMALL LETTER U WITH GRAVE uni00F9	ù	ù	ù	ù	ù	ù	ù	ù
LATIN SMALL LETTER U WITH ACUTE uni00FA	ú	ú	ú	ú	ú	ú	ú	ú
LATIN SMALL LETTER U WITH CIRCUMFLEX uni00FB	û	û	û	û	û	û	û	û
LATIN SMALL LETTER U WITH DIAERESIS uni00FC	ü	ü	ü	ü	ü	ü	ü	ü
LATIN SMALL LETTER Y WITH ACUTE uni00FD	ý	ý	ý	ý	ý	ý	ý	ý
LATIN SMALL LETTER THORN uni00FE	þ	þ	þ	þ	þ	þ	þ	þ
LATIN SMALL LETTER Y WITH DIAERESIS uni00FF	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ	ÿ
LATIN SMALL LETTER DOTLESS I uni0131	ı	ı	ı	ı	ı	ı	ı	ı
LATIN CAPITAL LIGATURE OE uni0152	Œ	Œ	Œ	Œ	Œ	Œ	Œ	Œ
LATIN SMALL LIGATURE OE uni0153	œ	œ	œ	œ	œ	œ	œ	œ
LATIN CAPITAL LETTER S WITH CARON uni0160	Š	Š	Š	Š	Š	Š	Š	Š
LATIN SMALL LETTER S WITH CARON uni0161	š	š	š	š	š	š	š	š
LATIN CAPITAL LETTER Y WITH DIAERESIS uni0178	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ	Ÿ
LATIN CAPITAL LETTER Z WITH CARON uni017D	Ž	Ž	Ž	Ž	Ž	Ž	Ž	Ž
LATIN SMALL LETTER Z WITH CARON uni017E	ž	ž	ž	ž	ž	ž	ž	ž
LATIN SMALL LETTER F WITH HOOK uni0192	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ	ƒ
MODIFIER LETTER CIRCUMFLEX ACCENT uni02C6	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ	ˆ
CARON uni02C7	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ	ˇ
BREVE uni02D8	˘	˘	˘	˘	˘	˘	˘	˘
DOT ABOVE uni02D9	˙	˙	˙	˙	˙	˙	˙	˙
RING ABOVE uni02DA	˚	˚	˚	˚	˚	˚	˚	˚
OGONEK uni02DB	˛	˛	˛	˛	˛	˛	˛	˛
SMALL TILDE uni02DC	˜	˜	˜	˜	˜	˜	˜	˜





HEBREW LETTER HE uni05D4	ה	ה	ה	ה	ה	ה	ה	ה
HEBREW LETTER VAV uni05D5	ו	ו	ו	ו	ו	ו	ו	ו
HEBREW LETTER ZAYIN uni05D6	ז	ז	ז	ז	ז	ז	ז	ז
HEBREW LETTER HET uni05D7	ח	ח	ח	ח	ח	ח	ח	ח
HEBREW LETTER TET uni05D8	ט	ט	ט	ט	ט	ט	ט	ט
HEBREW LETTER YOD uni05D9	י	י	י	י	י	י	י	י
HEBREW LETTER FINAL KAF uni05DA	ך	ך	ך	ך	ך	ך	ך	ך
HEBREW LETTER KAF uni05DB	כ	כ	כ	כ	כ	כ	כ	כ
HEBREW LETTER LAMED uni05DC	ל	ל	ל	ל	ל	ל	ל	ל
HEBREW LETTER FINAL MEM uni05DD	ם	ם	ם	ם	ם	ם	ם	ם
HEBREW LETTER MEM uni05DE	מ	מ	מ	מ	מ	מ	מ	מ
HEBREW LETTER FINAL NUN uni05DF	ן	ן	ן	ן	ן	ן	ן	ן
HEBREW LETTER NUN uni05E0	נ	נ	נ	נ	נ	נ	נ	נ
HEBREW LETTER SAMEKH uni05E1	ס	ס	ס	ס	ס	ס	ס	ס
HEBREW LETTER AYIN uni05E2	ע	ע	ע	ע	ע	ע	ע	ע
HEBREW LETTER FINAL PE uni05E3	ף	ף	ף	ף	ף	ף	ף	ף
HEBREW LETTER PE uni05E4	פ	פ	פ	פ	פ	פ	פ	פ
HEBREW LETTER FINAL TSADI uni05E5	ץ	ץ	ץ	ץ	ץ	ץ	ץ	ץ
HEBREW LETTER TSADI uni05E6	צ	צ	צ	צ	צ	צ	צ	צ
HEBREW LETTER QOF uni05E7	ק	ק	ק	ק	ק	ק	ק	ק
HEBREW LETTER RESH uni05E8	ר	ר	ר	ר	ר	ר	ר	ר
HEBREW LETTER SHIN uni05E9	ש	ש	ש	ש	ש	ש	ש	ש
HEBREW LETTER TAV uni05EA	ת	ת	ת	ת	ת	ת	ת	ת
HEBREW PUNCTUATION GERESH uni05F3	'	'	'	'	'	'	'	'
HEBREW PUNCTUATION GERSHAYIM uni05F4	"	"	"	"	"	"	"	"
EN DASH uni2013	—	—	—	—	—	—	—	—
EM DASH uni2014	—	—	—	—	—	—	—	—
LEFT SINGLE QUOTATION MARK	'	'	'	'	'	'	'	'

	uni2018							
RIGHT SINGLE QUOTATION MARK	uni2019	'	'	'	'	'	'	'
SINGLE LOW-9 QUOTATION MARK	uni201A	'	'	'	'	'	'	'
LEFT DOUBLE QUOTATION MARK	uni201C	“	“	“	“	“	“	“
RIGHT DOUBLE QUOTATION MARK	uni201D	”	”	”	”	”	”	”
DOUBLE LOW-9 QUOTATION MARK	uni201E	”	”	”	”	”	”	”
DAGGER	uni2020	†	†	†	†	†	†	†
DOUBLE DAGGER	uni2021	‡	‡	‡	‡	‡	‡	‡
BULLET	uni2022	•	•	•	•	•	•	•
HORIZONTAL ELLIPSIS	uni2026	...	...	...	...	...	...	...
PER MILLE SIGN	uni2030	‰	‰	‰	‰	‰	‰	‰
SINGLE LEFT-POINTING ANGLE QUOTATION MARK	uni2039	<	<	<	<	<	<	<
SINGLE RIGHT-POINTING ANGLE QUOTATION MARK	uni203A	>	>	>	>	>	>	>
FRACTION SLASH	uni2044	/	/	/	/	/	/	/
NEW SHEQEL SIGN	uni20AA	₪	₪	₪	₪	₪	₪	₪
EURO SIGN	uni20AC	€	€	€	€	€	€	€
TRADE MARK SIGN	uni2122	™	™	™	™	™	™	™
INFINITY	uni221E	∞	∞	∞	∞	∞	∞	∞
INTEGRAL	uni222B	∫	∫	∫	∫	∫	∫	∫
NOT EQUAL TO	uni2260	≠	≠	≠	≠	≠	≠	≠
LESS-THAN OR EQUAL TO	uni2264	≤	≤	≤	≤	≤	≤	≤
GREATER-THAN OR EQUAL TO	uni2265	≥	≥	≥	≥	≥	≥	≥
LOZENGE	uni25CA	◇	◇	◇	◇	◇	◇	◇
LATIN SMALL LIGATURE FI	uniFB01	fi	fi	fi	fi	fi	fi	fi
LATIN SMALL LIGATURE FL	uniFB02	fl	fl	fl	fl	fl	fl	fl
HEBREW LETTER SHIN WITH SHIN DOT	uniFB2A	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ
HEBREW LETTER SHIN WITH SIN DOT	uniFB2B	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ	שׂ
HEBREW LETTER SHIN WITH DAGESH AND SHIN DOT	uniFB2C	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ	שׁ

HEBREW LETTER SHIN WITH DAGESH AND SIN DOT  
uniFB2D

HEBREW LETTER ALEF WITH PATAH  
uniFB2E

HEBREW LETTER ALEF WITH QAMATS  
uniFB2F

HEBREW LETTER ALEF WITH MAPIQ  
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HEBREW LETTER BET WITH DAGESH  
uniFB31

HEBREW LETTER GIMEL WITH DAGESH  
uniFB32

HEBREW LETTER DALET WITH DAGESH  
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HEBREW LETTER HE WITH MAPIQ  
uniFB34

HEBREW LETTER VAV WITH DAGESH  
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HEBREW LETTER ZAYIN WITH DAGESH  
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HEBREW LETTER TET WITH DAGESH  
uniFB38

HEBREW LETTER YOD WITH DAGESH  
uniFB39

HEBREW LETTER FINAL KAF WITH DAGESH  
uniFB3A

HEBREW LETTER KAF WITH DAGESH  
uniFB3B

HEBREW LETTER LAMED WITH DAGESH  
uniFB3C

HEBREW LETTER MEM WITH DAGESH  
uniFB3E

HEBREW LETTER NUN WITH DAGESH  
uniFB40

HEBREW LETTER SAMEKH WITH DAGESH  
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HEBREW LETTER FINAL PE WITH DAGESH  
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HEBREW LETTER PE WITH DAGESH  
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HEBREW LETTER TSADI WITH DAGESH  
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HEBREW LETTER QOF WITH DAGESH  
uniFB47

HEBREW LETTER RESH WITH DAGESH  
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HEBREW LETTER SHIN WITH DAGESH  
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HEBREW LETTER TAV WITH DAGESH  
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HEBREW LETTER VAV WITH HOLAM  
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The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion section summarizes the main findings and provides recommendations for future research.

The study was conducted in a laboratory setting, and the data were collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared with the results of previous studies. The study found that the research objectives were achieved, and the results were consistent with the findings of previous research.

The study also found that there are several factors that influence the results of the research. These factors include the experimental design, the data collection process, and the statistical methods used to analyze the data. The study provides recommendations for future research, including the need for further research on the topic and the need to improve the experimental design and data collection process.

The study is a valuable contribution to the field of research, and it provides a clear and concise summary of the findings. The study is well-written and easy to read, and it provides a clear and concise summary of the findings. The study is a valuable contribution to the field of research, and it provides a clear and concise summary of the findings.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants, and the results were analyzed using statistical software. The findings of the study indicate that there is a significant relationship between the variables being studied.

The results of the study suggest that the research has important implications for the field. Further research is needed to explore the relationship between the variables in more detail.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings have important implications for the field and suggest that further research is needed.

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The study was conducted in a laboratory setting, and the data were collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared with the results of previous studies. The study found that the research objectives were achieved, and the results were consistent with the findings of previous research.

The study has several limitations, and there are some areas for future research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. Future research should focus on conducting field studies to test the results of the study in a more realistic environment.

In conclusion, the study has provided valuable insights into the research topic, and the findings are consistent with the results of previous research. The study has identified several limitations, and there are some areas for future research. The study has provided a solid foundation for future research, and the findings are expected to contribute to the understanding of the research topic.

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In conclusion, the study has shown that the research objectives have been achieved, and the findings have important implications for the field of study. The study provides a basis for further research, and it highlights the need for continued research in this area.

the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million (from 2.5 million in 1980 to 4 million in 1999). The public sector has become an important employer of people with mental health problems, and the number of people with mental health problems employed in the public sector has increased from 10,000 in 1980 to 20,000 in 1999 (Mental Health Foundation, 2000).

There is a growing emphasis on the importance of the public sector in providing services for people with mental health problems. The Mental Health Act 1983 (MHA) was amended in 1990 to give the Secretary of State for Health the power to make regulations for the management of people with mental health problems in the public sector. The Mental Health Act 1993 (MHA) was amended in 1996 to give the Secretary of State for Health the power to make regulations for the management of people with mental health problems in the public sector.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a body must be in balance to remain healthy, so a society must be in balance to remain stable. Balance is not a static state, but a dynamic equilibrium, where different forces are in constant tension, yet the whole remains coherent.

The third principle is that of harmony. Harmony is not the absence of conflict, but the presence of a higher unity that transcends individual differences. It is the art of finding common ground in the midst of diversity, and of creating a shared vision that guides the community forward.

These three principles—diversity, balance, and harmony—are the pillars of a good life. They are the keys to understanding the world and to living well within it. For those who seek wisdom and fulfillment, the study of these principles is not merely an intellectual exercise, but a way of life.

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The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was conducted using a range of statistical and qualitative methods, ensuring the reliability and validity of the findings. The results of the study indicate that there is a significant relationship between the variables under investigation, and this relationship is supported by the evidence presented in the paper.

The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical implications, as they can be used to inform policy and practice in the relevant area. The paper concludes by highlighting the strengths and limitations of the study and offering suggestions for future research to further explore the topic.

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The conclusions drawn from the study suggest that the findings have important implications for the field of study. The research provides a new perspective on the subject matter and offers valuable insights into the underlying mechanisms. The findings also have practical applications, which can be used to inform policy and practice. The paper concludes by emphasizing the need for further research in this area, as there are still many questions that need to be answered.





The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a scale must be kept in equilibrium, so must the world be kept in balance. If one side of the scale becomes too heavy, the other must rise to compensate. This is the principle of balance, which is the key to maintaining harmony and stability in all things.

The third principle is that of unity. While the world is made up of many different parts, it is also a single, unified whole. All things are connected, and all actions have consequences. This is the principle of unity, which is the basis of all cooperation and understanding.

These three principles—diversity, balance, and unity—are the foundations of a just and harmonious world. They are the principles that guide us in our daily lives, and they are the principles that we must strive to uphold in our actions.



the 1990s, the number of people in the UK who are employed in the public sector has increased by 1.5 million, from 2.5 million in 1980 to 4 million in 1999. The public sector has become a major employer in the UK, and its growth has been a key factor in the overall growth of the economy.

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The first of these is the fact that the world is not a uniform whole, but a collection of many different parts, each with its own characteristics and interests. This is the principle of diversity, which is the foundation of all life and progress. Without diversity, there would be no room for growth or change, and the world would be a stagnant, lifeless mass.

The second principle is that of balance. Just as a body must be in balance to function properly, so must a society or a nation. If one part becomes too dominant, it will disrupt the harmony of the whole, leading to conflict and chaos. Balance is not a static state, but a dynamic equilibrium that allows for growth and adaptation.

The third principle is that of justice. A society that is not just is not a society at all. Justice is the foundation of all human relationships, and it is the duty of every individual to seek it and uphold it. Without justice, there is no room for freedom or equality, and the world is a place of oppression and suffering.

The fourth principle is that of unity. While we are many different people, we are also one people. We share a common humanity, and it is our duty to work together for the good of all. Unity is not a forced conformity, but a voluntary coming together of hearts and minds.

The fifth principle is that of progress. The world is not a place of stagnation, but of constant change and growth. We must embrace change and seek progress, for it is the only way to improve our lives and the lives of others. Progress is not an end in itself, but a means to a better world.

These five principles are the foundation of a just and harmonious world. They are the principles that guide us in our daily lives, and they are the principles that we must strive to uphold in our society and in our world.

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These five principles are the foundation of a just and harmonious world. They are the guiding lights of our lives, and they are the only way to achieve true happiness and fulfillment. Let us strive to live by these principles, and let us work together to create a world that is worthy of our dreams.











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The first part of the paper discusses the importance of the research and the objectives of the study. It highlights the need for a comprehensive understanding of the subject matter and the role of the researcher in this process. The second part of the paper presents the methodology used in the study, including the data collection methods and the analysis techniques. The third part of the paper discusses the results of the study and the conclusions drawn from the findings. The final part of the paper provides a summary of the key points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of scientific inquiry. The data was collected from a variety of sources, including interviews, surveys, and archival records. The analysis was carried out using both qualitative and quantitative methods, allowing for a thorough examination of the data. The results of the study are presented in a clear and concise manner, with the conclusions drawn from the findings being supported by the evidence.

The findings of the study have important implications for the field of research. They provide a new perspective on the subject matter and highlight the need for further research in this area. The study also demonstrates the value of a multidisciplinary approach to research, as it allows for a more complete understanding of the subject matter.

In conclusion, the study has provided a comprehensive and detailed examination of the subject matter. The findings are significant and have important implications for the field of research. The study also demonstrates the value of a multidisciplinary approach to research, as it allows for a more complete understanding of the subject matter.



The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes. The paper then moves on to discuss the challenges of conducting research in culturally diverse settings. It notes that researchers often face difficulties in establishing rapport with participants and in interpreting their responses. To address these challenges, the paper suggests several strategies, including the use of local informants and the development of culturally appropriate research instruments. The final part of the paper discusses the importance of ethical considerations in cross-cultural research. It emphasizes the need for researchers to obtain informed consent from participants and to ensure that their research does not cause harm or exploitation. The paper concludes by noting that while cross-cultural research presents many challenges, it is also a valuable way to gain a deeper understanding of the world and to promote cultural understanding and respect.



The first part of the paper discusses the importance of the research and the objectives of the study. It then moves on to a literature review, which provides a background on the topic and identifies the gaps in the existing research. The methodology section describes the research design, data collection, and analysis. The results section presents the findings of the study, and the conclusion summarizes the main points and offers suggestions for future research.

The research was conducted in a systematic and rigorous manner, following the principles of good research practice. The data was collected from a representative sample of the population, and the analysis was carried out using appropriate statistical methods. The results of the study are presented in a clear and concise manner, and the conclusions are based on the evidence gathered.

The study has several strengths, including a well-defined research design, a large and diverse sample, and the use of advanced statistical techniques. However, there are also some limitations, such as the cross-sectional nature of the data and the potential for self-report bias. Despite these limitations, the study provides valuable insights into the topic and contributes to the existing knowledge in the field.

In conclusion, the research has shown that there is a significant relationship between the variables studied. The findings have important implications for practice and policy, and further research is needed to explore the underlying mechanisms and to test the generalizability of the results.



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The research was conducted using a quantitative approach, with data collected from a sample of participants. The data was then analyzed using statistical methods to identify patterns and relationships. The results of the study indicate that there is a significant relationship between the variables being studied. These findings have important implications for the field and suggest areas for further research.

In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results may be useful for practitioners and policymakers.



The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

Secondly, the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a living system, and it is constantly evolving. This means that any solution that is developed for the system must be able to adapt to changes in the system over time.

Thirdly, the system is interconnected. The parts of the system are not isolated from each other, and they are all interconnected. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a web of relationships, and its behavior is determined by the interactions between these relationships.

Finally, the system is a social system. It is a system that is created and maintained by people, and its behavior is determined by the interactions between these people. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a social system, and its behavior is determined by the interactions between its members.

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In conclusion, the study has provided valuable insights into the topic and has contributed to the existing body of knowledge. The findings suggest that there is a need for further research in this area, and the results may be useful for practitioners and policymakers.

The first of these is the fact that the system is not a simple one. It is a complex system, and as such, it is not possible to understand it by looking at its parts in isolation. The system is a whole, and its behavior is determined by the interactions between its parts. This is a fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving.

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Secondly, the system is dynamic. It is not a static system, and its behavior changes over time. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a living system, and it is constantly evolving. This means that any solution that is developed for the system must be able to adapt to changes in the system over time.

Thirdly, the system is interconnected. The parts of the system are not isolated from each other, and they are all interconnected. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a web of relationships, and its behavior is determined by the interactions between these relationships.

Finally, the system is a social system. It is a system that is created and maintained by people, and its behavior is determined by the interactions between these people. This is another fundamental principle of systems thinking, and it is one that is often overlooked in traditional approaches to problem-solving. The system is a social system, and its behavior is determined by the interactions between its members.

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The study was conducted using a quantitative research design. Data was collected from a sample of 100 participants using a survey questionnaire. The data was then analyzed using statistical software to identify patterns and trends. The results of the study indicate that there is a significant relationship between the variables being studied.

The findings of the study have several implications for practice and policy. First, the results suggest that the current approach to the issue is not effective. Second, the study highlights the need for further research in this area. Finally, the findings provide valuable insights for the development of new interventions and policies.

In conclusion, the study has provided a comprehensive analysis of the research topic. The results of the study are consistent with the hypotheses and provide a clear understanding of the relationships between the variables. The findings have important implications for the field and will contribute to the development of more effective interventions and policies in the future.

















