JF

CamingoMono

ExtraLight	*ExtraLight Italic*
Light	*Light Italic*
Regular	*Regular Italic*
SemiBold	*SemiBold Italic*
Bold	***Bold Italic***
ExtraBold	***ExtraBold Italic***
Black	***Black Italic***

A type family of 14 fonts
Designed by Jan Fromm

Smooth carriage return

Newline

Corresponding letter

teleprint

11 Pitch design

BACKSPACE

Pressed into the ribbon

ExtraLight &
ExtraLight Italic
32pt

Reading is the complex cognitive *process of decoding symbols*

ExtraLight &
ExtraLight Italic
24pt

As a leisure activity, children and adults read because it is pleasant *and interesting. Children become better readers when they know more about the*

ExtraLight &
ExtraLight Italic
18pt

Reading is typically an individual activity, though on occasion a person reads out loud for other listeners. In the context of school or work, *reading is a means of learning necessary information. Reading to young children is a recommended way to instill language and expression, and to*

ExtraLight &
ExtraLight Italic
14pt

Major predictors of an individual's ability to read both alphabetic and non-alphabetic scripts are oral language skills, phonological awareness, rapid automatized naming and verbal IQ. As a leisure activity, children and adults read because it is *pleasant and interesting. Children become better readers when they know more about the world in general, and when they perceive reading as fun rather than another chore to be performed. In the academic field, some view literacy in a more philosophi-*

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32pt

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As a leisure activity, children and adults read because it is pleasant and interesting. Children become *better readers when they know more about the world in general, and when they perceive reading as fun rather*

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12pt

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or images are in relief, with or without using a color contrast. Words or images can be carved in stone, wood, or metal, instructions can be printed in relief on the plastic housing of a home appliance, or myriad other examples. Reading is the process of taking in the sense or meaning of letters, symbols, etc., especially by sight or

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ic field, some view literacy in a more philosophical manner and propose the concept of "multiliteracies". In order to understand a text, it is usually necessary to understand the spoken language associated with that text. In this way, writing systems are distinguished from many other symbolic communication systems. Once established, writing systems on the whole change more slowly than their spoken counterparts, and often preserve features and ex-

pressions which are no longer current in the spoken language. The great benefit of writing systems is their ability to maintain a persistent record of information expressed in a language, which can be retrieved independently of the initial act of formulation. Reading for pleasure has been linked to increased cognitive progress in vocabulary and mathematics during adolescence. Sustained high volume lifetime reading has been associated with high lev-

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Light, SemiBold
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La lecture peut être définie comme une activité psychosensorielle qui vise à donner un sens à des signes graphiques recueillis par la vision et qui implique à la fois des traitements perceptifs et cognitifs. L'efficacité de la lecture dépend de deux voies de traitement

Lesen im engeren Sinn bedeutet, schriftlich niedergelegte, sprachlich formulierte Gedanken aufzunehmen. Das Lesen eines Textes ist ein durch Übung und Kenntnisse des Lesers bestimmter heuristischer, kognitiver Vorgang. Im weiteren Sinn versteht man darunter die Rekonstruk-

Regular, Bold
& Italics
12pt

Czytanie jest procesem poznawczym, jedna z umiejętności nabywanych przez człowieka w procesie edukacji, która umożliwia odbiór informacji przekazywanych za pomocą języka pisanego. Współcześnie wciąż jedną z podstawowych form komunikowania się jest mowa pisana, dlatego

Reading is the process of taking in the sense or meaning of letters, symbols, especially by sight or touch. Other types of reading and writing, such as pictograms, are not based on speech-based writing systems. The common link is the interpretation of symbols to

SemiBold, ExtraBold
& Italics
12pt

Lezen of lexicale verwerking is het opnemen en verwerken van geschreven of gedrukte woorden. Bij lezen moeten zowel individuele woorden als het zinsverband worden begrepen. Meer algemeen is lezen het kennisnemen van data op een gegevensdrager door een gegevensverwerker.

La lectura es el proceso de comprensión de algún tipo de información o ideas almacenadas en un soporte y transmitidas mediante algún tipo de código, usualmente un lenguaje, que puede ser visual o táctil. Otros tipos de lectura pueden no estar basados en el lengua-

Bold, Black
& Italics
12pt

Olvasáson az írott nyelv által hordozott nyelvi jelentés megalkotásának képességét értjük. Két alapja van: a nyelvi megértés és a dekódolás. Az ember mindig is a körülötte lévő jelrendszerek értelmezéséből szerezte információit, ezek egyike a nyelv volt. Erre a jelrend-

Læsning er en legemlig færdighed på linje med andre legemlige færdigheder som at cykle og at stå på rulleskøjter. Læsning udføres enten med øjnene eller med fingerspidserne. Selve det at læse er den karakteristiske automatiske skanning af skrift, som den læsendes øjne i reglen

Lower lining figures
→ DEFAULT FIGURE STYLE

Page 0123456789 $€¢£¥ƒ

Old-style figures
→ PROPORTIONAL OLDSTYLE
→ TABULAR OLDSTYLE

Page 0123456789 $€¢£¥ƒ

Lining figures
→ PROPORTIONAL LINING
→ TABULAR LINING

PAGE 0123456789 $€¢£¥ƒ

Subscript/Superscript
→ SUBSCRIPT
→ SUPERSCRIPT

H_2O $E=mc^2$ Note^4

Fractions → FRACTIONS	1/2 3/4 7/8	→	½ ¾ ⅞
Ordinals → ORDINALS	1a 2o No	→	1ª 2º Nº
Alternate "a" → STYLISTIC SET 1	Baracke	→	Baracke
Alternate "g" → STYLISTIC SET 2	Gagarin	→	Gagarin
Alternate "y" → STYLISTIC SET 3	Yesterday	→	Yesterday
Slashed zeros and currencies → STYLISTIC SET 4 → SLASHED ZERO	$063 ¢507 $063 ¢507 $063 ¢507 0 1 2 3 4 0 1 2 3 4	→ → → →	$063 ¢507 $063 ¢507 $063 ¢507 0 1 2 3 4 0 1 2 3 4
Alternate "@" → STYLISTIC SET 5	me@you	→	me@you
Arrows → STYLISTIC SET 6	0 1 2 3 4 5 6 7 8 9	→ →	↔ ↙ ↓ ↘ ← ↕ → ↖ ↑ ↗

Roman
559 glyphs

a ą æ à á â ä ã ă ā ă ȧ å ǽ ǣ ɑ q à á â ä ã ă ā ă ȧ å b c ç ć ĉ
ċ d đ ð ď e ę è é ê ë ě ē ĕ ė f g ǵ ĝ ğ ǧ ġ ģ g ǵ ĝ ğ ǧ ġ ģ h ħ ĥ
ȟ i į ı ì í î ï ĩ ǐ ī ĭ ij j ȷ ĵ k ǩ ķ ĸ l ł ĺ ľ l· ļ m n ŋ ǹ ń ñ
ň ń ņ o œ ø ò ó ô ö õ ŏ ō ŏ ȯ ő ǿ p þ q r ŕ ř ŗ s ś ş ß ś ŝ š ş t ŧ
ť ţ ţ u ų ù ú û ü ũ ŭ ū ŭ ů ű v w ŵ x y ý ŷ ÿ ȳ y ý ŷ ÿ ȳ z ź ž ż
A Ą Æ À Á Â Ä Ã Ă Ā Ă Ȧ Å Ǽ Ǣ B C Ç Ć Ĉ Č Ċ D Ð Ď Đ E Ę È É Ê Ë Ě
Ē Ĕ Ė F G Ǵ Ĝ Ğ Ǧ Ġ Ģ H Ħ Ĥ Ȟ I Į Ì Í Î Ï Ĩ Ǐ Ī Ĭ İ IJ J Ĵ K Ǩ Ķ L
Ł Ĺ Ľ L· Ļ M N Ŋ Ǹ Ń Ñ Ň Ņ O Œ Ø Ò Ó Ô Ö Õ Ŏ Ō Ŏ Ȯ Ő Ǿ P Þ Q R Ŕ Ř
Ŗ S Ş ẞ Ś Ŝ Š Ş T Ŧ Ť Ţ Ţ U Ų Ù Ú Û Ü Ũ Ŭ Ū Ŭ Ů Ű V W Ŵ X Y Ý Ŷ Ÿ
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Italic
540 glyphs

a ą æ à á â ä ã ă ā ă ȧ å ǽ ǣ b c ç ć ĉ č ċ d đ ð ď e ę è é ê ë ě
ē ĕ ė f g ǵ ĝ ğ ǧ ġ ģ h ħ ĥ ȟ i į ı ì í î ï ĩ ǐ ī ĭ ij j ȷ ĵ k ǩ
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Î Ï Ĩ Ǐ Ī Ĭ İ IJ J Ĵ K Ǩ Ķ L Ł Ĺ Ľ L· Ļ M N Ŋ Ǹ Ń Ñ Ň Ņ O Œ Ø Ò Ó
Ö Õ Ŏ Ō Ŏ Ȯ Ő Ǿ P Þ Q R Ŕ Ř Ŗ S Ş ẞ Ś Ŝ Š Ş T Ŧ Ť Ţ Ţ U Ų Ù Ú Û Ü
Ũ Ŭ Ū Ŭ Ů Ű V W Ŵ X Y Ý Ŷ Ÿ Ȳ Z Ź Ž Ż ` ` ´ ´ ^ ^ ¨ ¨ ~ ~ ˘ ˇ ¯ ¯
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℗ © © ® ™ ℠ ª ª º º № № ¶ # 0 0 1 2 3 4 5 6 7 8 9 0 0 1 2 3 4 5 6
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→ ↔ ↗ ↘ ↙ ↖

Afrikaans	Hungarian	Malagasy	Sena
Albanian	Icelandic	Malay	Shambala
Asu	Ido	Maltese	Shona
Basque	Inari Sami	Manx	Slovak
Bemba	Indonesian	Maori	Slovenian
Bena	Interlingua	Meru	Soga
Bosnian	Irish	Mohawk	Somali
Breton	Italian	Morisyen	South Ndebele
Catalan	Javanese	North Ndebele	Southern Sotho
Cebuano	Jju	Northern Sami	Spanish
Chiga	Jola-Fonyi	Northern Sotho	Swahili
Colognian	Kabuverdianu	Norwegian Bokmål	Swati
Cornish	Kalaallisut	Norwegian Nynorsk	Swedish
Corsican	Kalenjin	Nyanja	Swiss German
Croatian	Kamba	Nyankole	Taita
Czech	Kikuyu	Occitan	Taroko
Danish	Kinyarwanda	Oromo	Teso
Embu	Kurdish	Polish	Tsonga
English	Lakota	Portuguese	Tswana
Esperanto	Latvian	Quechua	Turkmen
Estonian	Lithuanian	Romanian	Upper Sorbian
Faroese	Lojban	Romansh	Vunjo
Filipino	Low German	Rombo	Walloon
Finnish	Lower Sorbian	Rundi	Walser
French	Luo	Rwa	Wolof
Friulian	Luxembourgish	Samburu	Xhosa
Galician	Luyia	Sango	Zulu
Ganda	Machame	Sangu	
German	Makhuwa-Meetto	Sardinian	
Gusii	Makonde	Scottish Gaelic	

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