



# Komet Pro

Thin	<i>Thin Italic</i>
ExtraLight	<i>ExtraLight Italic</i>
Light	<i>Light Italic</i>
Regular	<i>Regular Italic</i>
Medium	<i>Medium Italic</i>
<b>Bold</b>	<b><i>Bold Italic</i></b>
<b>Heavy</b>	<b><i>Heavy Italic</i></b>
<b>Black</b>	<b><i>Black Italic</i></b>

UNBOUND ATMOSPHERE

**Gravity**

Space mission

*Schweifstern*

Carrying dust away

***Orbital Period***

Thin & Thin Italic  
32pt

Reading is the complex cognitive process of decoding symbols to derive meaning.

Thin & Thin 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 world in general, and when they perceive

Thin & Thin 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 promote comprehension of text. Sometimes text or images are in relief, with or without

Thin & Thin 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 philosophical manner and propose the concept of "multiliteracies". In order to understand a text, it is usually necessary to understand

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pendently 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 levels of academic attainment. Reading has also been shown to improve stress management, memory, focus, writing skills, and imagination. The cognitive benefits of reading continue into mid-life and the senior years. Reading books and writing are among brain-stimulating activities shown to slow down cognitive decline in seniors.

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**Reading is the complex cognitive process of decoding symbols to derive meaning.**

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24pt

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Light, Medium  
& Italics  
12pt

**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 de l'information, qui coexistent et se complètent mutuellement: l'identification

**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 Rekonstruktion der im Text kodierten Bedeutungs-inhalte und den Aufbau einer mentalen

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 pisaneego. Współcześnie wśród jednych z podstawowych form komunikowania się jest mowa pisana, dlatego czytanie jest jedną z najważniejszych umiejętności każdego

**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 extract the meaning from the visual notations or tactile signals. Reading is typically an in-

Medium, Heavy  
& 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 kennismaken van data op een gegevensdrager door een gegevensverwerker. Taalgebruik is gebaseerd op het vermogen geschre-

**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 lenguaje tales como la notación o los pictogramas. También se le puede dar el significado como una

Bold, Black  
& Italics  
12pt

**Olvasáson az írott nyelv által** hor-dozott nyelvi jelentés megalkotásá-nak képességét értjük. Két alapja van: a nyelvi megértés és a dekódolás. Az ember mindenkor a körülötte lévő jel-rendszerrel értelmezéssel szerezte információit, ezek egyike a nyelv volt. Erre a jelrendszerre épült másodlagos formaként az írás. Az olvasás nemcsak

**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 skan-ning af skrift, som den læsendes øjne i reglen foretager: En ubevist handling som udelukkende hører under menne-

Proportional lining figures  
→ DEFAULT FIGURE STYLE

PAGE 0123456789 \$€₵£¥ƒ

Tabular lining figures  
→ TABULAR LINING

PAGE 0123456789 \$€₵£¥ƒ

Proportional old-style figures  
→ PROPORTIONAL OLDSOFTYLE

Page 0123456789 \$€₵£¥ƒ

Tabular old-style figures  
→ TABULAR OLDSOFTYLE

Page 0123456789 \$€₵£¥ƒ

Proportional small caps figures  
→ ALL SMALL CAPS

PAGE 0123456789 \$€₵£¥ƒ

Tabular small caps figures  
→ ALL SMALL CAPS +  
→ TABUKLAR LINING

PAGE 0123456789 \$€₵£¥ƒ

Subscript/Superscript  
→ SUBSCRIPT  
→ SUPERSCRIPT

H<sub>2</sub>O E=mc<sup>2</sup> 5x<sup>4(5+2)</sup>+2x

Case sensitive forms  
→ ALL CAPS

„AB“ (CD) ¡EF! → „AB“ (CD) ¡EF!  
H@I »JK« {LP} → H@I »JK« {LP}

Small caps  
→ SMALL CAPS

Headline → HEADLINE  
„ab“ (cd) ¡ef! → „AB“ (CD) ¡EF!  
g/h i@j → G/H I@J

All small caps  
→ ALL SMALL CAPS

Headline → HEADLINE

Standard ligatures  
→ LIGATURES

fi fb fh fj fl ft → fi fb fh fj fl ft  
ffb ffl ffi fft ffk → ffb ffl ffi fft ffk

Discretionary ligatures  
→ DISCRETIONARY LIGATURES

ch ct st sh sp → ch ct st sh sp

Fractions  
→ FRACTIONS

1/2 3/4 7/8 → ½ ¾ ¾  
12578/89562 → 12578/89562

Ordinals  
→ ORDINALS

1a 2o → 1ª 2º

Alternate “a”  
→ STYLISTIC SET 1

Baracke → Baracke

Alternate “g”  
→ STYLISTIC SET 2

Gagarin → Gagarin

Alternate “y”  
→ STYLISTIC SET 3

Yesterday → Yesterday

Arrows  
→ STYLISTIC SET 4

<- → ←

<\ → ↗

<| → ↑

/> → ↗

-> → →

\> → ↘

|> → ↓

<-> → ↔

<|> → ↔



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



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