

## MASTER'S PROGRAM "LINGUISTIC SUPPORT FOR EXPORT ACTIVITIES"

### Oral Admission Examination

In view of the COVID-19 situation, we will be administering a simplified version of the entrance exam. The exam will include an oral summary of an original newspaper/magazine article on a socio-political problem. The summary must contain a brief synopsis of the text including its topic and main idea and the candidate's opinion on the issue(s).

- Article length: 350-400 words
- Preparation time: 30 minutes
- Answer time: 15 minutes

Since campuses are closed due to Coronavirus, the oral exam will be conducted online, in Zoom. To acquaint yourself with the procedure and technical requirements, please take a look at [the Online Exam](#)

#### Instructions:

[https://lunn.ru/sites/default/files/media/abiturientu/priem\\_2020/vst\\_isp/regulations\\_online.pdf](https://lunn.ru/sites/default/files/media/abiturientu/priem_2020/vst_isp/regulations_online.pdf).

#### Text Example

<https://www.undp.org/content/undp/en/home/coronavirus/socio-economic-impact-of-covid-19.html>

Socio-economic impact of COVID-19

The UN's Framework for the Immediate Socio-Economic Response to the COVID 19 Crisis warns that "The COVID-19 pandemic is far more than a health crisis: it is affecting societies and economies at their core. While the impact of the pandemic will vary from country to country, it will most likely increase poverty and inequalities at a global scale, making achievement of SDGs even more urgent.

Assessing the impacts of the COVID-19 crisis on societies, economies and vulnerable groups is fundamental to inform and tailor the responses of governments and partners to recover from the crisis and ensure that no one is left behind in this effort.

Without urgent socio-economic responses, global suffering will escalate, jeopardizing lives and livelihoods for years to come. Immediate development responses in this crisis must be undertaken with an eye to the future. Development trajectories in the long-term will be affected by the choices countries make now and the support they receive."

The United Nations has mobilized the full capacity of the UN system through its 131 country teams serving 162 countries and territories, to support national authorities in developing public health preparedness and response plans to the COVID-19 crisis.

Over the next 12 to 18 months, the socio-economic response will be one of one of three critical components of the UN's COVID-19 response, alongside the health response, led by WHO, and the Global Humanitarian Response Plan.

As the technical lead for the socio-economic response, UNDP and its country offices worldwide are working under the leadership of the UN Resident Coordinators, and in close collaboration with specialized UN agencies, UN Regional Economic Commissions and IFIs, to assess the socio-economic impacts of the COVID-19 pandemic on economies and communities. The assessment reports are available in open access and contain the preliminary findings of regional and country analyses.

## FULL TIME GRADUATE STUDY - MASTER'S PROGRAMME "EDUCATIONAL DEVELOPMENT"

### Admissions Examination

In view of COVID-19 outbreak, we administer an online entrance exam. The exam procedure includes an oral summary of an original newspaper/magazine article on a range of educational issues and The summary must contain a brief synopsis of the text including its topic and main idea and the candidate's opinion of the issue(s). The summary is followed by a conversation with the examiners.

- Article length: 550-600 words
- Preparation time: 30 minutes
- Answer time: 15 minutes

Since campuses are closed due to Coronavirus, the oral exam will be conducted online, in Zoom. To familiarize yourself with the exam procedure and technical requirements, please take a look at **the Online Exam Instructions:**

[https://lunn.ru/sites/default/files/media/abiturientu/priem\\_2020/vst\\_isp/regulations\\_online.pdf](https://lunn.ru/sites/default/files/media/abiturientu/priem_2020/vst_isp/regulations_online.pdf).

We want to reassure applicants that LUNN admissions officers and examiners are committed to doing all they can to minimise the impact of COVID-19 on your admission to the University!

### Text Example

<https://www.bbc.co.uk/news/uk-wales-50126863>

### Youth parliament: schools must teach more life skills

By Bethan Lewis BBC Wales education correspondent

22 October 2019

**Schools should teach more life skills to avoid producing "A\* robots with no knowledge of the real world", the Welsh Youth Parliament has said.**

Its first major review suggested life skills such as dealing with grief and arranging a mortgage should be part of children's education.

It called for the new curriculum to be amended on the basis of its findings.

The Welsh Government agreed life skills were important and the new curriculum would develop "capable learners".

Education Minister Kirsty Williams will address the recommendations when the Youth Parliament meets on Friday.

The report identified "large gaps" in the life skills being taught in schools as well as too much emphasis on exams.

"We currently leave school with a handful of skills but no knowledge on how to speak in public, clean, maintain healthy relationships, buy cars, apply for mortgages, road safety, and many other skills that are needed to succeed in life", it said.

### What do young people think?

More than 2,500 young people were questioned as part of the Welsh Youth Parliament's research.

It suggested that more than eight out of 10 young people had been taught about internet safety and dealing with bullying, only around one in 10 had learned about dealing with grief or political education.

When asked which life skills should be taught, almost three-quarters of the young people questioned chose life-saving and dealing with stress.

Kyra, 15, from Ysgol Nantgwyn in Tonypany, agreed children should be taught more life skills generally to prepare them for leaving school.

"A lot of people probably come out of school after having so much support and then we just don't, it's all gone, and a lot of people are going to be lost from that," she said.4, said many youngsters do not have basic financial knowledge, like the difference between a credit and debit card

Tomas, 14, said financial literacy was one of the most important skills.

"Learning to spend your money responsibly is a good skill, because when most young people leave school, they... don't even know the difference between a credit and debit card, get a lot of debt and you spend your life paying back debt," he said.

"It's going to affect you for the rest of your life."

The Welsh Youth Parliament report said it was clear pupils were not being taught the subjects they valued, and said politicians and schools should "listen more to young people when making decisions on their education".

## **How should life skills be taught in school?**

The report found that life skills were often "crammed" into personal and social education days, which are viewed as "days off" by pupils.

Survey results also suggested teachers did not feel comfortable in delivering the lessons and some were worried about "not being in touch, and getting things wrong".

The report said the Welsh Baccalaureate was not "successfully achieving its aim", and therefore a new life skills qualification or certificate should be introduced for 16-year-olds.

Other recommendations included a dedicated life skills lesson in schools every fortnight, a life skills coordinator in every school and a national life skills commissioner to oversee how it is taught across Wales.(557)