



Diversity, Equity and Inclusion (DEI)

Reading Test

EXAMPLE

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Student

Time: Approximately 1hour
Two types of lesson

Lesson#1: [Easier] ***** [B2/C1]

- 1. Predict the content of the text by reading the title. Write down the key terms & ideas.
- 2. Read the text. Check the unknown words with a dictionary.
- 3. Answer the comprehension questions.
- 4. Check your answers with the provided key (pass mark is 70%).

Lesson #2: [More challenging] ***** [C1]

- 1. Read the text without looking up any words.
- 2. Answer the comprehension questions.
- 3. Check your answers with the provided key (pass mark is 70%).

Teacher

Two types of lesson

Lesson#1: [Easier] ***** [B2/C1]

- 1. Distribute **text 1 (without reference words underlined)** a week before the test. Students read, check vocabulary & meanings.
- 2. Test day. Distribute text 2 (with reference words underlined) & the questions (no dictionary or notes).
- 3. Set 1 hour to read the text & answer the questions.
- 4. Take in & correct or go through answers in class (pass mark is 70%).
- 5. Extra activity. Students write the *summary (add 30 minutes to the test).

Lesson #2: [More chalenging] ***** [C1]

- 1. Test day. Distribute text 2 (with reference words underlined) & the questions.
- 2. Set 1 hour to read the text & answer the questions.
- 3. Take in & correct or go through answers in class (pass mark is 70%).
- 4. Extra activity. Students write the *summary (add 30 minutes to the test).



^{*}Summary writing: www.academic-englishuk.com/summary



Diversity, Equity and Inclusion (DEI) (Text 1) EXAMPLE

By H. Kennedy (2023)

Diversity, equity and inclusion, often shortened to DEI,
init place of work to promote equal representation and participation
According to Phillips (2021), whereas among the
workforce, equity and inclusion refer to the insertion of effective policies and programmes which make
valued. As a consequence, a workplace encouraging
DEI can help to foster a more successful work environment by
from arising and attracting a more diverse range of staff
(ACAS, n.d.).
ACAS (n.d.) describes diversity as valuing differences among
religion, ethnicity, disability and gender. A 2019 study conducted by Dixon-Fyle et al. (2020) focusing
on reference to gender diversity, the most gender-
diverse companies were 25% more likely to have above-
33% outperform companies who had fewer. On the
other hand, with regard to ethnic diversity, Dixon-Fyle et al. (2020) found that in 2019, outperformance
in profit organisations. Overall, the least diverse
companies in terms of gender and ethnic diversity, were 27% more likely to underperform on
profitability. Therefore, this increasing correlation
a company, the more profitable it will be.
Equity, or equality at a place of work entails equal job opportunities and fairness for both existing and
prospective employees, , i.e. age, disability, marita
status, race, religion, gender or sexual orientation are not used against them in an unfair way, known
as the discrimination law (ACAS, n.d.). Also known as
the direct and indirect discrimination, harassment and
victimisation, and has brought about several changes to
employees against harassment, granting new powers for employment tribunals, allowing claims to be
pay secrecy clauses, and preventing companies from
asking job applicants about disability and health so that they
and Equality and Human Rights Commission, 2015).
Inclusion in the workplace implies that all staff members feel their contributions at work are valued
safe to suggest different ideas but also raise issues to
senior staff and managers (ACAS, n.d.). In another study staff
discovered that overall sentiment on feelings of
inclusion was rated 61% negative overall, with openness neg
63% and 80% negative. It is clear, therefore, that many
companies, no matter how diverse, continue to struggle to
hiring create an inclusive workplace.
In order to make all employees feel included, appreciated and that they are treated fairly, there are a
number of to, both internally and externally. Gassam
Asare (2021) suggests that Human Resources departments
are differently abled is provided accordingly, which may
include working closely with individuals outside about



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allowing employees to report exclusionary behaviour
anonymously, and having a clear procedure for how it
recommend drawing up workplace policies that include training and development for all staff so that
they all make it work in practice, and how to best
monitor and measure it. Finally, ACAS (n.d.) propose a systematic,
leadership and critical roles, the promotion of
openness throughout the workforce and confronting
Although some progress towards creating more diverse, equitable and inclusive workplaces has been
made in very little, or none at all. A data comparison
between companies based in the USA and the UK and
in the ethnic minorities on executive teams in 2019 was
at 20% and 13% respectively, whereas gender and ethnic
(Dixon-Fyle effective DEI practices need to be
implemented across the board and the globe.
Service and the service and the greater
Reference list
ACAS, (n.d.). [online]. Available at: https://www.acas.org.uk/improving-equality-diversity [Viewed 11.01.2023].
ACAS, (n.d.). [online]. Available at: https://www.acas.org.uk/improving-equality-diversity [Viewed 11.01.2023].
ACAS, (n.d.). [online]. Available at: https://www.acas.org.uk/improving-equality-diversity [Viewed 11.01.2023]. Dixon-Fyle, S., ., (2020). Diversity wins: How inclusion matters [online].
ACAS, (n.d.). [online]. Available at: https://www.acas.org.uk/improving-equality-diversity [Viewed 11.01.2023]. Dixon-Fyle, S., ., (2020). Diversity wins: How inclusion matters [online]. Available at: https://www.mckinsey.com/featured- -wins-
ACAS, (n.d.). [online]. Available at: https://www.acas.org.uk/improving-equality-diversity [Viewed 11.01.2023]. Dixon-Fyle, S., ., (2020). Diversity wins: How inclusion matters [online].
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ACAS, (n.d.). [online]. Available at: https://www.acas.org.uk/improving-equality-diversity [Viewed 11.01.2023]. Dixon-Fyle, S.,



Diversity, Equity and Inclusion (DEI) (Text 2) EXAMPLE

By H. Kennedy (2023)

1. Diversity, equity and inclusion, often sl	hortened to DEI,
init	place of work to promote equal representation and participation.
According to Phillips (2021), whereas	among the
workforce, equity and inclusion refer to	the insertion of effective policies and programmes which make
.00000000000000000000000000000000000000	valued. As a consequence, a workplace encouraging
DEI can help to foster a more successful	ul work environment by
000000000000000000000000000000000000000	from arising and attracting a more diverse range of staff
(ACAS, n.d.).	
2. ACAS (n.d.) describes diversity as	s valuing differences
-	er. A 2019 study conducted by Dixon-Fyle et al. (2020) focusing
on	reference to gender diversity, the most gender-
diverse companies were 25% more like	
33%	outperform companies who had fewer. On the
other hand, with regard to ethnic divers	sity, Dixon-Fyle et al. (2020) found that in 2019, outperformance
in profit	organisations. Overall, the least diverse
companies in terms of gender and	ethnic diversity, were 27% more likely to underperform on
profitability. Therefore, this increasin	g correlation s
000000000000000000000000000000000000000	a company, the more profitable it will be.
3 Equity or equality at a place of wor	k entails equal job opportunities and fairness for both existing
and prospective	, i.e. age, disability, marital status,
·	tion are not used against them in an unfair way, known as the
discrimination law (ACAS, n.d.). Also k	
discrimination law (ACAS, II.d.). Also k	direct and indirect discrimination, harassment and
victimisation, and has brought abou	
	ng new powers for employment tribunals, allowing claims to be
	pay secrecy clauses, and preventing companies from
asking job applicants about disability a	
.00000000000000000000000000000000000000	and Equality and Human Rights Commission, 2015).
4. Inclusion in the workplace implies th	at all staff members feel their contributions at work are valued
conjugate ff and management (ACAC and)	safe to suggest different ideas but also raise issues to
senior staff and managers (ACAS, n.d.).	
inclusion was rated C10/ repetitive account	discovered that overall sentiment on feelings of
inclusion was rated 61% negative overa	all, with openness neg 63% and 80% negative. It is clear, therefore, that many
companies, no matter how diverse, c	
hiring	create an inclusive workplace.
illing	create all inclusive workplace.
5. In order to make all employees feel i	ncluded, appreciated and that they are treated fairly, there are
a number of	to, both internally and externally. Gassam
Asare (2021) suggests that Human Res	·
	are differently abled is provided accordingly, which may
include working closely with individual	s outside about





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accessibility, as well as incorporating accountability measures such
allowing employees to report exclusionary behaviour
anonymously, and having a clear procedure for how it
recommend drawing up workplace policies that include training and development for all staff so that
they all make it work in practice, and how to best
monitor and measure <u>it</u> . Finally, ACAS (n.d.) propose a systematic,
leadership and critical roles, the promotion of
openness throughout the workforce and confronting
6. Although some progress towards creating more diverse, equitable and inclusive workplaces has
very little, or <u>none at all</u> . A data comparison
between companies based in the USA and the UK and
in the ethnic minorities on executive teams in 2019 was
at 20% and 13% respectively, whereas gender and ethnic
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https://www.acas.org.uk/improving-equality-diversity [Viewed 11.01.2023].
Dixon-Fyle, S., ., (2020). Diversity wins: How inclusion matters [online].
Available at: https://www.mckinsey.com/featured-
how-inclusion [Viewed 10.01.2023].
Your Company Should Adopt In 2022 [online]. Available at:
https://www.forbes.com/sites/janicegassam/2021/12/29/4-dei-practices- 3bc5e09b41d5 [Viewed 11.01.2023].
Government Equalities Office and Equality and Human Rights Commission, (2015
[online]. Available at: https://www.gov.uk/guidance/equality-act-2010-guidance [Viewed 11.01.2023].
Phillips, N., (2021). Available at:
https://trainingindustry.com/articles/ [Viewed 10.01.2023].



Comprehension Questions

1. Headings: Choose a subheading for each paragraph. One title is not needed.

1	Α	The notion of feeling valued
2	В	
3	С	An overview of DEI
4	D	The role Human Resources play in DEI
5	E	
6	F	Successful case studies
	G	

_ / 6

2. True / False / Not Given: One question per paragraph.

			T/F/NG
Para	graph 1		
i.	Diversity refers to the implementation of effective policies that encora range of differences among the workforce.		
Para	graph 2		
ii.	Research more profi	table.	
Para	graph 3		
iii.	Workplace employee	es and	
	future applicants.		
Para	graph 4		
iv.	Companies inclusive work	place.	
Para	graph 5		
v.	Many Human Resource departments	on	
	disability laws.		
Para	graph 6		
vi.	Statistics indicate that companies in the USA and the UK are doing	better	
	at world.		

___/6

3. Reference Words: What do these words/phrases connect to? (<u>underlined</u> in the text).

Paragraph	Word	Connection
1	Which	
2	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	
3	Them	
3	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	
4	Their	
5	Who	
5	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	
6	None	
6	The former	

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4. Open Answer Questions: One question per paragraph.

7. O	Grant Answer Questions. One question per paragraph.					
Paragraph 1						
i.	What are the THREE positive	*************************	00000	000000	?	
	1.	2.	3.			
Para	agraph 2					
ii.	What is the evidence	100000000000000000000000000000000000000	00000	profita	able?	
	1.					
Para	agraph 3					
iii.	Name <u>THREE</u> changes that			00000	the introduction of	
	the Equality Act 2010?					
	1.	2.	3.			
D						
Par	agraph 4					
iv.	What is the evidence t	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>	00000	in th	e workplace?	
	1.					
Par	agraph 5					
v.	What THREE accountability	000000000000000000000000000000000000000	XXXXXX	workp	lace inclusion?	
	1.	2.	3.			
Par	agraph 6				_	
vi.	Which companies did better	000000000000000000000000000000000000000	XXXXX	CXXXXXX	, the USA & the UK	
	or the other countries around	the world?				
	1.					
					/ 12	

___/12

5. Citations: Match the source with the point they make about DEI.

	Source		Point		
i.	Philips (2021)	a.	need to work with		
			accessibility professionals outside the business to improve their knowledge on disability laws.		
ii.	ACAS (ND)	b.	Diversity place		
			good polices that make sure all employees are valued		
iii.		C.	The changes in the workplace ensure that the employee is not unfairly rejected when applying for a post.		
iv.	Dixon-Fyle et al. (2020)	d.	100000000000000000000000000000000000000		
			confronting bias head on is required.		
v.	Government Equalities Office	e.	In the research conducted, staff members reported		
	a Rights		negative feelings of inclusion and belonging.		
	Commission (2015)				
i.	ii.	iii.	iv v.		



6. Key language: Search for the word in the paragraph that means:

Paragraph	Explanation	Word	
1	The action of taking part in something.		
2			
2	A connection between two facts or ideas.		
3	People a particular position.		
3	Treating a person differently from the way you treat other people.		
4	A thought, feeling about a situation.		
4	A person with a natural ability or skill.		
5	decided should happen.		
5	The fact of being responsible for the actions you take.		
6	same way.		

 /	10

Overall Total: _____ / 48





Comprehension Questions ANSWERS

1. Headings: Choose a subheading for each paragraph.

1	С	Α	The notion of feeling valued
2	G	В	The law on discrimination
3	В	С	An overview of DEI

ALL ANSWERS INCLUDED IN PAID VERSION...

