

# SCO INTERNATIONAL ENGLISH OLYMPIAD

## CLASS 1 SYLLABUS

A comprehensive syllabus guide for schools, teachers, parents, and students

**Designed from Class 1 English learning pathways and aligned with SCO's guided preparation, practice, reporting, and future-ready academic growth.**

- age-fit English guidance for Class 1 / early primary learners globally
- chapter-wise pathway across opposites, meanings, gender words, nouns, odd one out, jumbled words, articles, and animal vocabulary
- preparation roadmap, classroom implementation ideas, and parent-friendly learning outcomes for language enrichment

Opposites	Meanings	Gender Words	Nouns	Odd One Out
Jumbled Words	Articles	Animals & Sounds	Reading Skills	Speaking Skills

## SCO International English Olympiad - Class 1 Syllabus

### Purpose of the Class 1 English Olympiad Syllabus

This syllabus builds a confident foundation in vocabulary, word meaning, basic grammar, early comprehension, polite expression, and observation-based language learning. It is designed for young learners who are beginning to connect words with objects, actions, people, animals, feelings, and simple situations.

### Who This Syllabus Supports

Stakeholder	How the syllabus helps
<b>Students</b>	Builds confidence in identifying words, understanding meanings, choosing correct grammar, and answering visual or story-based questions.
<b>Teachers</b>	Provides chapter-wise learning goals, classroom practice ideas, and assessment clues for planning English enrichment lessons.
<b>Schools</b>	Supports a structured English Olympiad pathway for early primary learners with measurable vocabulary and language outcomes.
<b>Parents</b>	Offers a clear glance of what children are expected to practise at home: words, meanings, opposites, nouns, articles, animals, and simple comprehension.

### Course Snapshot

Item	Details
<b>Olympiad</b>	SCO International English Olympiad
<b>Course / Grade</b>	Class 1st
<b>Subject</b>	English
<b>Total Chapters</b>	8
<b>Core Skill Areas</b>	Vocabulary, grammar awareness, word recognition, visual comprehension, animal vocabulary, polite communication, and early reasoning.
<b>Learning Approach</b>	Short examples, picture prompts, oral practice, matching, choosing, sorting, and simple explanation-based activities.

## Chapter-Wise Syllabus, Notes and Learning Outcomes

### Chapter 1: Fun of Opposite Words

<p><b>Chapter Note</b></p>	<p>Opposite words help children understand contrast in meaning. Learners compare simple pairs such as big-small, hot-cold, happy-sad, and open-close through pictures, actions, and daily-life examples.</p>
<p><b>Learning Outcomes</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>recognize common opposite word pairs used in everyday speech</li> <li>choose the opposite word from four simple options</li> <li>connect opposite meanings with pictures, actions, and classroom objects</li> <li>use opposite words in short oral sentences</li> </ul> <p><b>Classroom and practice focus:</b> Picture cards, classroom object comparison, action games, and sentence completion such as “The bag is big; the pencil is small.”</p> <p><b>Assessment clue:</b> Questions may ask students to identify the opposite of a common word or select the picture that shows the opposite idea.</p>

### Chapter 2: Word and Their Meanings

<p><b>Chapter Note</b></p>	<p>This chapter develops vocabulary by helping children connect words with meanings, feelings, actions, objects, and simple situations. It encourages children to understand words rather than memorize them only.</p>
<p><b>Learning Outcomes</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>explain or select the meaning of age-appropriate words</li> <li>match words with pictures or simple descriptions</li> <li>understand feeling words such as happy, sad, tired, and angry</li> <li>use new words in simple spoken or written sentences</li> </ul>

	<p><b>Classroom and practice focus:</b> Use word-picture cards, expression charts, classroom objects, and “what does this word mean?” conversations.</p> <p><b>Assessment clue:</b> Questions may ask for the meaning of a word, the word that best fits a picture, or the correct word for a simple situation.</p>
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## Chapter 3: Am I Masculine or Feminine?

<p><b>Chapter Note</b></p>	<p>Learners are introduced to gender words and pronouns in simple, respectful, age-appropriate ways. The focus is on identifying common language forms such as boy/girl, he/she, father/mother, king/queen.</p>
<p><b>Learning Outcomes</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify basic masculine and feminine words</li> <li>• use he and she correctly in simple sentences</li> <li>• match common pairs such as boy-girl and man-woman</li> <li>• understand that pronouns can replace naming words in a sentence</li> </ul> <p><b>Classroom and practice focus:</b> Pronoun substitution games, family word charts, picture-based oral questions, and short sentence practice.</p> <p><b>Assessment clue:</b> Questions may ask which pronoun is suitable for a given person or which word is the feminine/masculine pair.</p>

## Chapter 4: Name the Noun

<p><b>Chapter Note</b></p>	<p>This chapter introduces nouns as naming words. Children learn that people, places, animals, and things have names, and these names help us speak and write clearly.</p>
<p><b>Learning Outcomes</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify nouns in simple sentences</li> <li>• sort nouns into people, places, animals, and things</li> <li>• distinguish nouns from basic action words and describing words</li> </ul>

	<ul style="list-style-type: none"> <li>• write or say simple sentences using nouns</li> </ul> <p><b>Classroom and practice focus:</b> Classroom noun hunt, picture naming, sorting cards, and sentence examples such as “The dog is barking.”</p> <p><b>Assessment clue:</b> Questions may ask students to choose the noun in a sentence or select the word that names a person, animal, place, or thing.</p>
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## Chapter 5: Odd one out

<b>Chapter Note</b>	<p>Odd-one-out questions build early reasoning and vocabulary classification. Learners compare words or pictures and find the item that does not belong to the same group.</p>
<b>Learning Outcomes</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• group words by common category such as animals, fruits, colours, vehicles, and objects</li> <li>• identify the item that does not belong in a set</li> <li>• explain a simple reason for the choice</li> <li>• develop observation and reasoning through language</li> </ul> <p><b>Classroom and practice focus:</b> Use picture sets, word groups, classroom object trays, and “why is this different?” discussion.</p> <p><b>Assessment clue:</b> Questions may show four options where three belong to one group and one belongs to another group.</p>

## Chapter 6: Jumbled words

<b>Chapter Note</b>	<p>Jumbled words strengthen spelling awareness, letter recognition, and word-building skills. Children learn to rearrange letters to form familiar words from daily life and school vocabulary.</p>
<b>Learning Outcomes</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• rearrange simple jumbled letters to form meaningful words</li> <li>• recognize correct spelling from multiple options</li> <li>• connect letters with sounds and word shapes</li> </ul>

	<ul style="list-style-type: none"> <li>improve visual memory for common English words</li> </ul> <p><b>Classroom and practice focus:</b> Letter tiles, board rearrangement, word-building races, and picture-supported spelling practice.</p> <p><b>Assessment clue:</b> Questions may present scrambled letters and ask students to choose the correct meaningful word.</p>
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## Chapter 7: Articles - A, An or The

<b>Chapter Note</b>	<p>This chapter introduces articles through simple usage. Children learn that “a” and “an” are used before one thing, while “the” points to a specific thing already known or seen.</p>
<b>Learning Outcomes</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>choose a or an before common nouns based on starting sound</li> <li>understand that an is used before vowel sounds</li> <li>use the for a specific object or person</li> <li>complete short phrases and sentences with suitable articles</li> </ul> <p><b>Classroom and practice focus:</b> Object naming, vowel-sound practice, fill-in-the-blank drills, and sentence strips such as “an apple” and “a ball.”</p> <p><b>Assessment clue:</b> Questions may ask students to complete phrases like “__ orange” or choose the correct article in a short sentence.</p>

## Chapter 8: Animals, Their Babies and Sound

<b>Chapter Note</b>	<p>Learners build vocabulary around animals, their young ones, and common sounds. This chapter supports environmental awareness, word association, and early general knowledge through English.</p>
<b>Learning Outcomes</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>match animals with their babies, such as cow-calf and horse-foal</li> </ul>

	<ul style="list-style-type: none"> <li>• identify common animal sounds such as bark, meow, neigh, and roar</li> <li>• use animal words accurately in simple sentences</li> <li>• connect picture clues with correct vocabulary</li> </ul> <p><b>Classroom and practice focus:</b> Animal flashcards, sound imitation games, matching worksheets, story circles, and picture-based identification tasks.</p> <p><b>Assessment clue:</b> Questions may ask which baby belongs to an animal, what sound an animal makes, or which animal matches the picture.</p>
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## Skill Map for Teachers and Schools

Skill Area	Chapter Links	Expected Growth
<b>Vocabulary Development</b>	Ch. 1, 2, 5, 6, 8	Word meanings, opposite words, animals, categories, and word-building.
<b>Grammar Readiness</b>	Ch. 3, 4, 7	Pronouns, gender words, nouns, and articles.
<b>Observation and Reasoning</b>	Ch. 5, 8	Finding odd one out, matching animals, interpreting picture clues.
<b>Reading and Comprehension Readiness</b>	All chapters	Understanding short questions, choosing the best answer, explaining simple choices.
<b>Speaking and Classroom Participation</b>	All chapters	Oral answers, picture description, paired practice, and polite expression.

## Suggested Teaching and Practice Plan

Timeline	Focus	Recommended Activities
<b>Week 1</b>	Opposites + Word Meanings	Picture cards, oral examples, matching pairs, short quizzes.
<b>Week 2</b>	Masculine/Feminine + Nouns	Pronoun games, naming-word hunt, sentence practice.
<b>Week 3</b>	Odd One Out + Jumbled Words	Sorting games, letter tiles, spelling practice.

Timeline	Focus	Recommended Activities
<b>Week 4</b>	Articles + Animals/Babies/Sounds	Fill-in-the-blanks, animal matching, picture-based revision.
<b>Revision Cycle</b>	Mixed Practice	Mock paper, answer discussion, explanation practice, and confidence building.

## Assessment Blueprint

Thinking Level	What students demonstrate	Example task type
<b>Remembering</b>	Recognize common words, spellings, nouns, animal names, and article patterns.	Choose the correct noun; select the baby of a cow.
<b>Understanding</b>	Understand meaning, contrast, and simple grammatical use.	Choose the opposite of hot; select an for apple.
<b>Applying</b>	Apply the correct word or article in a sentence or picture situation.	Complete a phrase with a/an/the; choose a polite expression.
<b>Reasoning</b>	Compare options and identify the item that does not belong.	Find the odd one out among animal and non-animal words.

## Preparation Guidance for Students, Teachers and Schools

### For Students

Practise a few words every day. Say the words aloud, use them in simple sentences, and look carefully at pictures before choosing an answer.

### For Teachers

Use short classroom drills, board work, picture discussion, oral questioning, and simple worksheet practice. Encourage children to explain why an answer is correct in one sentence.

### For Schools

Plan the syllabus as a four-week or six-week enrichment module. Use chapter-wise practice, mock assessment, and parent communication to support steady preparation.

### For Parents

Support children with home-based word games, picture naming, animal-sound activities, and simple reading conversations. Keep practice joyful, short, and regular.

## Chapter Glance Summary

No.	Chapter	Core outcome	Question style
1	Fun of Opposite Words	recognize common opposite word pairs used in everyday speech	Questions may ask students to identify the opposite of a common word or select the picture that shows the opposite idea.
2	Word and Their Meanings	explain or select the meaning of age-appropriate words	Questions may ask for the meaning of a word, the word that best fits a picture, or the correct word for a simple situation.
3	Am I Masculine or Feminine?	identify basic masculine and feminine words	Questions may ask which pronoun is suitable for a given person or which word is the feminine/masculine pair.
4	Name the Noun	identify nouns in simple sentences	Questions may ask students to choose the noun in a sentence or select the word that names a person, animal, place, or thing.
5	Odd one out	group words by common category such as animals, fruits, colours, vehicles, and objects	Questions may show four options where three belong to one group and one belongs to another group.
6	Jumbled words	rearrange simple jumbled letters to form meaningful words	Questions may present scrambled letters and ask students to choose the correct meaningful word.
7	Articles - A, An or The	choose a or an before common nouns based on starting sound	Questions may ask students to complete phrases like “___ orange” or choose the correct article in a short sentence.
8	Animals, Their Babies and Sound	match animals with their babies, such as cow-calf and horse-foal	Questions may ask which baby belongs to an animal, what sound an animal makes, or which animal matches the picture.