Knowledge of more than one language opens us more than one “door” in our lives. Would already learnt language help students to master another language easily or would it throw them back will be the question discussed in the article. The issue discussed is lexical semantic relations in English and French as a foreign language. Firstly, there is included theoretical analysis of semantic structures of lexical units within thematic topic job. The lexical units were selected from 1000 most frequently used word lists in both languages. As the result of analysis were chosen altogether 46 English and French words. Secondly, to establish crosslinguistic influence in learning English and French as a foreign language at secondary school in Latvia, a practical research was carried out, which was based on above mentioned lexical semantic analysis. In the research were involved 40 participants. They had to fulfill three different tasks in which were included above mentioned 46 French and English words within thematic topic job. Based on the analysis of the research results are drawn conclusions about crosslinguistic influence in learning English and French as a foreign language. And finally there are offered recommendations for teachers on how to avoid misunderstandings of different meanings of the words in semantic level and how to set apart differences in spelling in both languages.