Negative beliefs and emotions towards mathematics hold by primary pre-service teachers are an alarming phenomenon because they can interfere with becoming a good mathematics teacher. In this paper we discuss the results of a study devoted at describing focusing on the elementary pre-service teachers’ relationship with mathematics (as students) and their emotions towards mathematics and its teaching. The highlight pre-service teachers’ emotions - in particular the negative ones – seems to be linked to their personal previous experiences with mathematics as students, and seem to influence the emotional disposition towards the perspective of having to teach mathematics and the efficacy beliefs with respect to mathematics teaching.